



Results of the 2016-2017 Texas Parent Involvement Survey

Submitted by:



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Acknowledgements

The authors of this report are grateful to the organizations and individuals who have contributed to the administration of this year's Parent Involvement Survey. Each participating school district and school office directly assisted by distributing materials for parents, mailing surveys, conducting follow-up activities, and assisting the research team with data collection in numerous other ways.

Table of Contents

Executive Summary.....	4
Brief Background and Purpose Statement.....	4
Background and Project Context	6
Indicator 8 Requirements	6
History of Texas Parent Survey	6
Survey and Analytic Methods	8
Parent Involvement Surveys	8
Survey Administration	9
Response Rates	14
Data Analysis.....	16
Representativeness of Responding Sample.....	17
Results.....	20
Item-Level Results.....	20
Indicator 8 Results	26
Discussion and Suggestions	30
Appendix A: Selecting the Survey Sample	31
Appendix B: Full Item-Level Responses, by Student Characteristics	32
Appendix C: Survey Instrument	46

Executive Summary

Brief Background and Purpose Statement

Under federal accountability requirements, states must report the extent to which schools facilitated parent involvement as a means of improving services and results for children with disabilities (Indicator 8 of the State Performance Plan under the Individuals with Disabilities Education Improvement Act (IDEA)). To meet this requirement, as well as to collect data to help inform improvements at the district and state levels, Texas annually surveys a stratified random sample of parents of students receiving special education services. In 2016-17, surveys were sent to parents of over 29,000 students across more than 200 districts (Cycle 4 of Texas' six-year plan for surveying all districts in the state). Over 5,100 parents returned responses. Key findings from this statewide survey effort are highlighted below.

Responding Sample

- A total of 5,176 survey forms were returned for a response rate of 18% across the state, a decrease of approximately two percentage points from the prior year's Cycle 3 districts.
- Across all districts surveyed, response rates ranged from 0% (3 districts) to 100% (1 district), and 109 districts (54%) attained a response rate between 11% and 20%.

The survey had wide coverage across Texas, with surveys sent to 1,286 campuses in 203 districts. Responses were received from almost all districts and campuses included: 1,134 campuses (88%) and all but three districts (99%). The research team matched surveys to existing state records using a unique identification number embedded in the survey. State records contained demographic information (e.g., race/ethnicity, primary disability, gender, etc.) on the responding parents' student(s) which was used to compare the responding sample to the state's population of students receiving special education services.

- Overall, students whose parents responded to the survey were representative of the state special education population. Similarities and differences included:
 - The responding sample was representative of the state population of students receiving special education services as described by gender, with approximately 67% of the survey sample and 67% of the state's student's receiving special education services identified as male students.
 - The sample of students with responding parents was less representative of the state population of students receiving special education services as defined by race/ethnicity, with a greater proportion of White students' parents and smaller proportions of Black/African American and Hispanic students' parents compared to the state special education student population. None of these differences, though, exceeded eight percentage points.
 - The responding sample had a slight over-representation of students whose primary exceptionality was identified as Autism (16% of the sample compared with 12% of the

state population of students receiving special education services), and under-representation of students whose primary exceptionality was identified as Learning Disability (29% of the sample versus 33% of the state population). For all categories of disability except Learning Disability (-4 percentage points) and Autism (+4 percentage points), differences between the responses and the state population of students receiving special education services were smaller than one percentage point.

Key Findings

- On average, parents responded positively to approximately 78% (five to six) of the seven items used to calculate the Indicator 8 score, compared with 78% among Cycle 3 districts (2015-16), 79% among Cycle 2 districts (2014-15), and 81% among Cycle 1 districts (2013-14).
- Responses to survey items in the Admission, Review, Dismissal (ARD) and IEP Participation domains were the most consistently positive. More than 90% of parents answered that their child’s evaluation report is written in terms they can understand, that they understand the procedural safeguards, and that their child is included in the ARD meetings (for students 14 and older).
- Responses to survey items in the Communication domain were less positive than other domains. Approximately 6 in 10 parents (59%) responded that they are always provided with information on parent organizations, community agencies, and training, while 41% did not endorse these items. Two-thirds (63%) reported that they always communicate with their child’s teacher regarding IEP progress, and 64% reported that they are always provided with information to help them assist in their child’s education. One-third of responding parents did not positively endorse these items.
- Across participating districts, the average Indicator 8 score (that is, the percentage of Indicator 8 items that parents answered positively) ranged from 42% to 100%, with an average district score of 78%.¹
- When data were analyzed at the regional level, scores for Education Service Center (ESC) Regions (ESCs 1 through 20) ranged from 73% to 87%.
- There were some noteworthy differences in how parents responded to some survey items by student race/ethnicity and by student grade level, including:
 - Parents of students in middle school grades positively endorsed fewer Indicator 8 items than parents of students in either elementary or high school.
 - Parents of Hispanic students positively endorsed more Indicator 8 items than parents of students of all other race/ethnicities.
 - Parents of students in the “other” race category responded less positively for Indicator 8 items and across other survey items not used in Indicator 8 calculations.

¹ Excluding districts with fewer than six responses because such few responses can lead to unstable estimates.

Background and Project Context

Indicator 8 Requirements

In 1993, the 103rd U.S. Congress passed the Government Performance and Results Act (GPRA) requiring federal agencies to develop annual performance plans and program performance reports to measure progress towards program goals. When the Individuals with Disabilities Education Improvement Act (IDEA) was reauthorized in 2004, similar performance plan requirements were included for State Education Agencies.² The Office of Special Programs (OSEP) created 20 indicators to guide states in their implementation of IDEA and how they measure progress and performance. In 2014, OSEP modified the indicator system, combining some existing indicators and creating one new indicator. Indicator 8 articulates that states measure the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

In response to these requirements and as part of the Texas Continuous Improvement Process (TCIP), Texas has been surveying parents of students receiving special education services to obtain a measure of the extent to which parents perceive that schools support their involvement in the educational life of their child. Each state meets these requirements in different ways, with some surveying all parents, and others sampling parents to obtain a measure that reflects this performance goal. The instrument used also varies across states – some use nationally validated measures while others use locally developed questionnaires.

History of Texas Parent Survey

Since 2005, Education Service Center (ESC) Region 9 has been administering a survey, often referred to as the “Parent Involvement Survey,” to a rotating sample of parents of students receiving special education services in the state. Based on the most recent six-year plan Texas submitted in 2014, all districts in Texas enrolling over 50,000 students as of 2014 (18 districts) are included in the survey effort every year. The remaining districts (approximately 1,000) were assigned to one of six cycles at the start of the six-year plan. One cycle is surveyed each year. Within the districts selected in a given year (a given cycle plus the 18 large districts), a stratified random sample of students is targeted for the survey effort.

Beginning in 2009, ESC Region 9 began contracting out the survey process. One external vendor administered the Texas Parent Involvement survey from 2009 to 2015. In September 2015, ESC Region 9 selected Gibson Consulting Group Inc. (Gibson) to continue the project. From 2006 through the 2014-15 school year, Texas surveyed parents of approximately 18,000 students each year. The Gibson team increased the survey sample to approximately 30,000 parents to improve the representativeness of results. Each year, Gibson calculates survey results which the state submits to OSEP in its Annual Performance Report. Gibson also provides this statewide report detailing overall results, as well as district

² <http://www.parentcenterhub.org/repository/partb-subpartf/#300.601>

and ESC region³ summary reports to provide feedback to school, district, regional, and state staff. This report details the survey administration process, data analysis, and state, region, and district results for the 2016-17 school year.

³ All Texas school districts are nested in one of 20 ESCs

Survey and Analytic Methods

Parent Involvement Surveys

The research team continued the state’s process of administering a survey to measure the percentage of parents who reported that schools facilitated parent involvement as a means of improving services and results for their child with disabilities for the 2016-17 school year. According to prior reports documenting the history of the development of the instrument, in 2005 the Parent Coordination Network (PCN) reviewed items from the National Center for Special Education Accountability Monitoring (NCSEAM) and the Survey of Parents of Students with Disabilities, which was distributed by TEA and ESC Region 9 in 2003.⁴ A survey development committee, which included members from the Texas Education Agency, ESC Region 9, Academic Information Management, and local districts and schools, then developed an instrument for the State Performance Plan. After reviewing materials and resources from several organizations (including the Federal Resource Center and the Joyce Epstein Parent Involvement Survey), the committee developed an instrument that was used from 2006 to 2008. The instrument was revised in 2009 and used until 2012 when it was revised again. The instrument was again revised in each subsequent year prior to administration (2013, 2014, and 2015). Revisions typically involved altering the phrasing of items, though some items were added and others removed. For the 2016-17 school year, the Gibson team implemented the same survey that had been used since 2015-16.

The current survey instrument (Appendix C) is made up of 23 items to which parents respond on a variety of scales: (1) always, sometimes, never; (2) agree, neutral, disagree; and (3) yes, no. ESC Region 9 and the Texas Education Agency identified seven items as those to be used for the State Performance Plan Indicator 8 measure of parent involvement, including:

1. I am considered an equal partner with teachers and other professionals in planning my child’s Individualized Education Program (IEP).
2. Teachers understand my child’s needs.
3. The school communicates regularly with me regarding my child’s IEP progress and other important issues.
4. My concerns and recommendations are considered by the Admission, Review, and Dismissal (ARD) committee in the development of my child’s IEP.
5. The school provides planning for life after high school, including services to help my child reach his or her goals.*
6. The school provides information on agencies that can assist my child in planning for life after high school.*
7. The school includes my child in ARD meetings.*

⁴ Prior years’ Parent Involvement survey reports are published here: <https://www.texasparent.org/projects>

For items 5 through 7 (marked with an asterisk) instructions read that parents should only respond to the items if their student is age 14 or older.

Survey Administration

Selecting the Survey Target Group

Table 1 shows the timing of administration of the six cycles created by ESC Region 9. For the 2016-17 school year, Gibson’s starting place for drawing the student sample was Cycle 4 districts plus the 18 largest school districts.

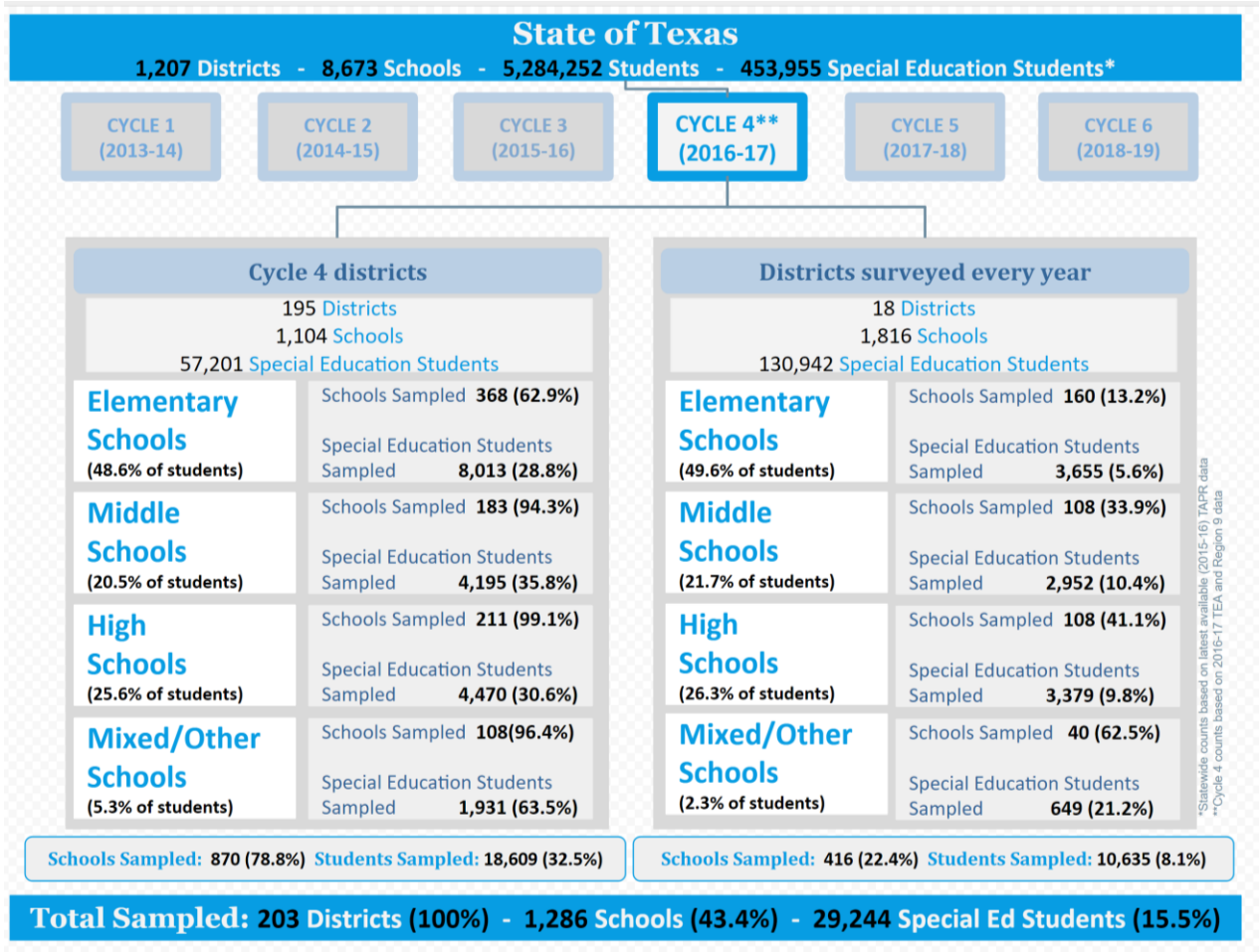
Table 1. Timeline of statewide survey administration.

Administration Cycle	School Year
Cycle 1	2013-14 School Year
Cycle 2	2014-15 School Year
Cycle 3	2015-16 School Year
Cycle 4	2016-17 School Year
Cycle 5	2017-18 School Year
Cycle 6	2018-19 School Year

The sampling frame for selecting students within Cycle 4 districts proceeded in the same manner as selecting students within Cycle 3 districts. Details are included in Appendix A.

The sampling framework resulted in 29,244 students from 1,286 schools targeted for the Parent Involvement Survey. Figure 1 illustrates the composition of the schools from which the 29,244 students were situated: 10,635 (36%) were from 18 of the state’s largest districts (and from 416 schools), while 18,609 of the sampled students (64%) came from 185 of the state’s smaller districts (and from 870 schools). The final targeted group of students consisted of 33% of the students receiving special education services in the state’s smaller districts and 8% of the students receiving special education services in the state’s 18 largest districts.

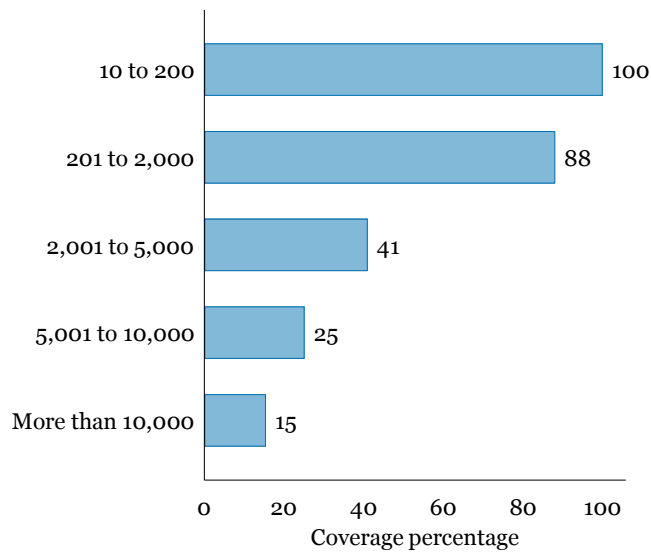
Figure 1. Final targeted survey group.



The final sample included 100% of campuses in districts serving 10 to 200 special education students⁵, 88% of campuses in districts serving between 201 and 2,000 students, and 41% of campuses in districts serving between 2,001 and 5,000 students (Figure 2).

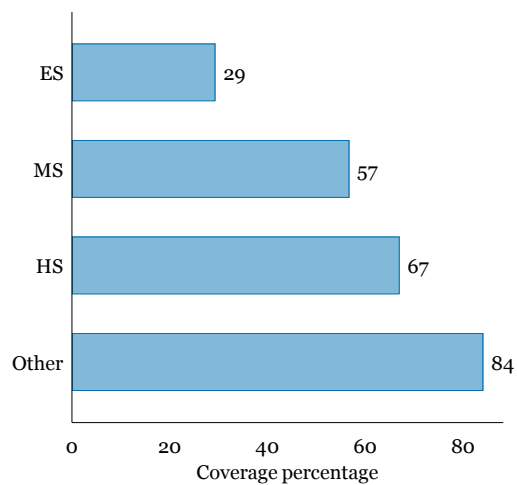
⁵ Campuses in districts with fewer than ten special education students were not included. This impacted 11 campuses in ten districts.

Figure 2. Percentage of campuses within a district with surveyed students, by number of students receiving special education services in the district.



The sample included students in 67% of high schools, 57% of middle schools, and 29% of elementary schools in Cycle 4 districts, along with 84% of “other” types of schools (e.g., those serving grades K-8 or K-12; Figure 3).

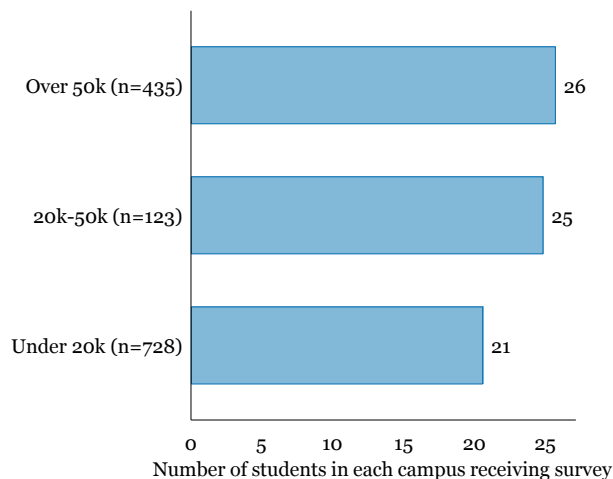
Figure 3. Percentage of campuses with surveyed students, by school level.



Logistically, 728 schools (all having fewer than 20,000 students, which was 56% of the schools in the sample) were, on average, asked to distribute surveys to 21 students. A much smaller group of schools, 123 in mid-sized districts with 20,000 – 50,000 students) was asked to distribute surveys to 25 students,

on average, while 435 campuses in the state’s largest districts were asked to distribute surveys, on average to 26 students (Figure 4).

Figure 4. Average number of students surveyed in schools, by district size.



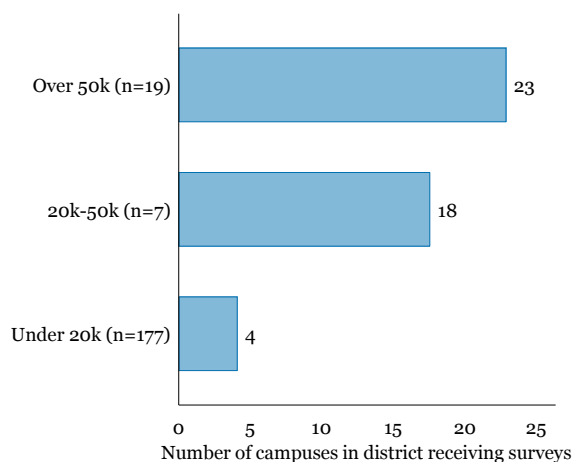
Survey Launch

In March 2017, the research team packaged and shipped survey materials for districts. Materials were bundled at the campus level so that districts with multiple campuses included in the survey sample could choose to disseminate the packages to each school for distribution or to distribute them centrally.

Among the 177 districts in Cycle 4 that enrolled fewer than 20,000 students, district staff were asked to distribute surveys to an average of four schools (this ranged from one campus to 17 campuses). Among the seven mid-sized districts (those enrolling 20,000 to 50,000 students), district staff were asked to distribute surveys to an average of 18 schools (this ranged from 11 to 22 schools). And within the 19 largest districts (enrolling more than 50,000 students), district staff were asked to distribute surveys to an average of 23 schools, ranging from 18 to 40 schools. Figure 5 illustrates these differences.⁶

⁶ While the state of Texas designated the 18 districts with more than 50,000 students at the start of the six-year plan (in 2014-15), one district increased to just over 50,000 students in 2015-16 (the most recent data available). For the purposes of reporting, this district is described as having more than 50,000 students (in Figure 5 the “over 50,000” category has 19 districts), the district continues to be surveyed once every six years as designated by the state in 2014-15.

Figure 5. Number of campuses included in survey target group, by district size.



The district package included instructions for survey distribution. Each campus package contained additional instructions for a campus administrator, a list of students who should be given surveys, and sealed envelopes for each student included in the 2016-17 survey sample. The sampled student's name and grade was printed on the outside of each envelope. Envelopes were stuffed with a hard-copy of the survey instrument (in English on one side and Spanish on the other), a letter to the parent describing the project (in English on one side and Spanish on the other), and a self-addressed, postage-paid return envelope.

The Gibson team instructed districts to distribute envelopes to targeted students, but they were free to accomplish this distribution any way they chose. They could affix mailing address information and postage, and send through the mail, or they could hand-deliver envelopes to students in their classrooms. No school was asked to distribute more than 50 surveys. Parents with multiple children receiving special education services could have received multiple surveys, and would have been asked to answer each one about their experiences with each unique child. Districts were asked to distribute all surveys as soon as possible upon receipt.

The letter to parents and the survey instrument both included instructions for accessing an online version of the survey. Thus, respondents could choose to complete the survey online or mail back a hard copy survey. This flexibility enabled the research team to create additional marketing materials (described in more detail below) for follow-up efforts because the ability to respond was not contingent on a parent physically receiving a hard copy survey. For instance, if the hard copy was thrown away or never made it to the addressee, parents could still provide a response by visiting the survey URL. The online version of each survey instrument was available at www.ParentSurveyTX.com in English and Spanish.

Follow-Up Activities to Increase Response Rates

The Gibson team included postcard reminders and a reminder flyer in the initial shipment to districts. Both included information about the online option. The Gibson team asked staff to send postcards and to utilize the flyers in any way they saw fit.

In addition, the research team stayed in close contact with districts during the survey administration window. The Gibson team distributed the following materials for use in advertising and supporting the survey effort:

- Email content (in English and Spanish) for the district to send to parents if the district had email information on file.
- Email content for district leadership to send to school principals to help communicate the importance of the survey effort.
- Email content for school leadership to send to teachers to help communicate the importance of the survey effort.
- A script for districtwide phone messaging systems to call targeted parents to remind them to complete the survey.
- Content for use on social media sites (in English and Spanish).
- Guidance for assisting parents in completing the survey if help is requested.

Halfway through the survey administration window the research team provided each district with their current response rate (as of the last possible available date) to try to motivate additional efforts on the part of the district to reach out to parents. As completed surveys continued to be submitted, the research team made calls to districts with low response rates. Research staff verified that reminder postcards had been sent and that district staff were able to access provided materials.

Gibson research staff sent a “final push” email to all districts one week prior to closure of the survey administration window, and included a second round of district-level response rates. The survey administration period closed in mid-June 2017.

Response Rates

Statewide Response Rate

Out of the almost 30,000 surveys distributed, parents submitted 5,176 completed surveys for an overall statewide response rate of 18%. This was a decrease of approximately two percentage points from the prior year’s Cycle 3 response rate.

Research staff matched nearly all of the completed surveys back to student records using the embedded unique ID. Twenty-three completed surveys could only be matched to the district the student was enrolled in, but not to the characteristics of the individual student. An additional eight surveys could not be matched to any student or district. In the results described below, overall survey results are calculated

based on all completed surveys (5,176); results by district are calculated based on the 5,168 surveys that could be matched to a students' district; and results by student demographic characteristic are based on the 5,145 surveys that could be matched to an individual student record.

District-Level Response Rates

Completed surveys were submitted from almost every district in Cycle 4. In fact, 200 of the districts surveyed had at least one survey returned (Figure 6 and Table 2).⁷ The most common district-level response rate across the state was between 11% and 20%, with approximately half (54%) of all Cycle 4 districts achieving a response rate in that range. There was one district in which 100% of the 13 parents targeted completed and returned surveys. Among the districts with response rates over 70%, five of six districts had fewer than 37 parents targeted for the survey effort.

Figure 6. Percent of parents responding across all school districts in Cycle 4.

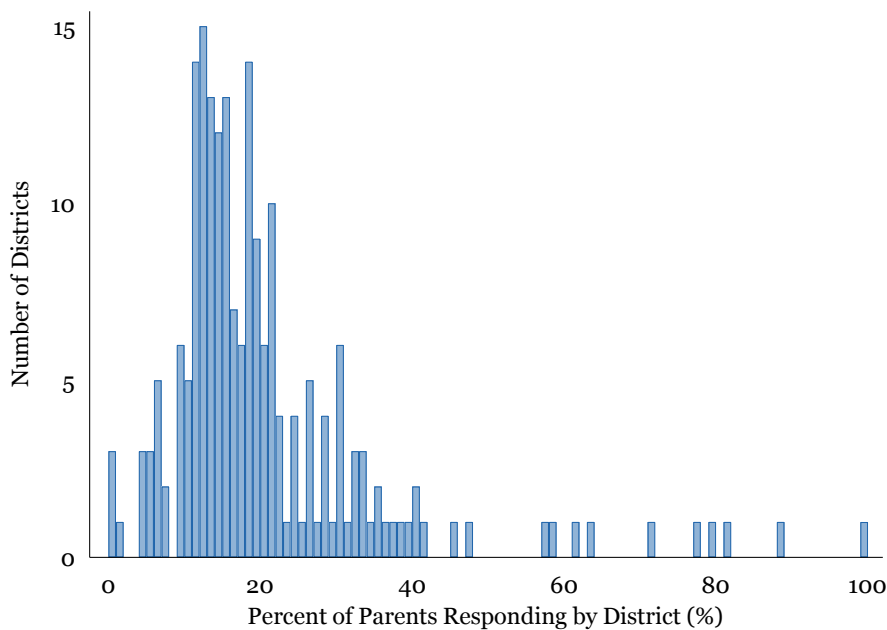


Table 2. Frequency of different ranges of district-level response rates.

	Number	Percent
Districts with no completed surveys	3	1%
Between 1% and 10%	22	11%
Between 11% and 20%	109	54%
Between 21% and 30%	36	18%
Between 31% and 40%	20	10%
Greater than 40%	13	6%

⁷ Thirteen, 46 and 85 surveys were sent to these districts.

Data Analysis

Data Cleaning and Data Diagnostics

Upon closure of the survey window, the research team scanned all paper surveys and exported all responses from the online survey platform. Analysts then merged all responses into one analytic dataset.

For the three survey items specific to students 14 or older, parents were instructed to skip items if the student was younger than 14. However, often parents responded to these items regardless of their students' age. To improve the validity of results, the research team recoded responses from parents whose students were younger than 13 to 'missing' using administrative records on students' age as of September first.⁸ This affected 574 surveys (approximately 11% of all submissions).

Prior to beginning data analysis, the research team explored missing data and outlier response patterns. There were 67 students for whom two surveys were completed, one online and one on paper (identifiable by the embedded unique ID) for a total of 134 surveys for those students. In these cases, the one with the most completed items was retained for a given student and the other dropped. If the two versions for the one student were similarly complete, one was selected at random for retention and the other one dropped. Thus, 67 of the 134 completions were deleted, leaving one completed survey for each student. Among the remaining 5,176 cases, the evaluation team examined the "completeness" of survey responses; that is, cases with either complete or partially complete submissions. Seventy-four percent of surveys were completed in full and 94% had fewer than four missing responses. Thus, all remaining 5,176 surveys were included in the final analytic dataset.

The research team also examined extreme responses (answering "disagree", "never" and "no" or "agree", "always" and "yes" to all survey items). Extreme disagreement was rare (less than 0.1%) while extreme agreement (28%) was common. No submissions were dropped from the analytic dataset for patterns of extreme response.

Additional validation processes were possible using data collected online. Time to survey completion was examined, with start and end times demonstrating a median completion time of 4.3 minutes.⁹ Responses of two minutes or less comprised about 10% of total online submissions. Again, no submissions were dropped from the analytic dataset due to unreasonable completion times.

Indicator 8

The state's Indicator 8 score was computed based on responses to seven of the survey items, described earlier. The research team calculated the indicator by calculating the percentage of the seven items on which parents responded "always", "agree", or "yes". For those parents with students younger than 14, four of the seven items factored into the Indicator score for that parent. When parents skipped any of the

⁸ Responses from parents of students who were 13 in the data provided were not recoded since those students may have since turned 14.

⁹ The median value is reported since many had very long times which skewed the mean value. This was most likely due to parents walking away from the open webpage and forgetting to return for some time.

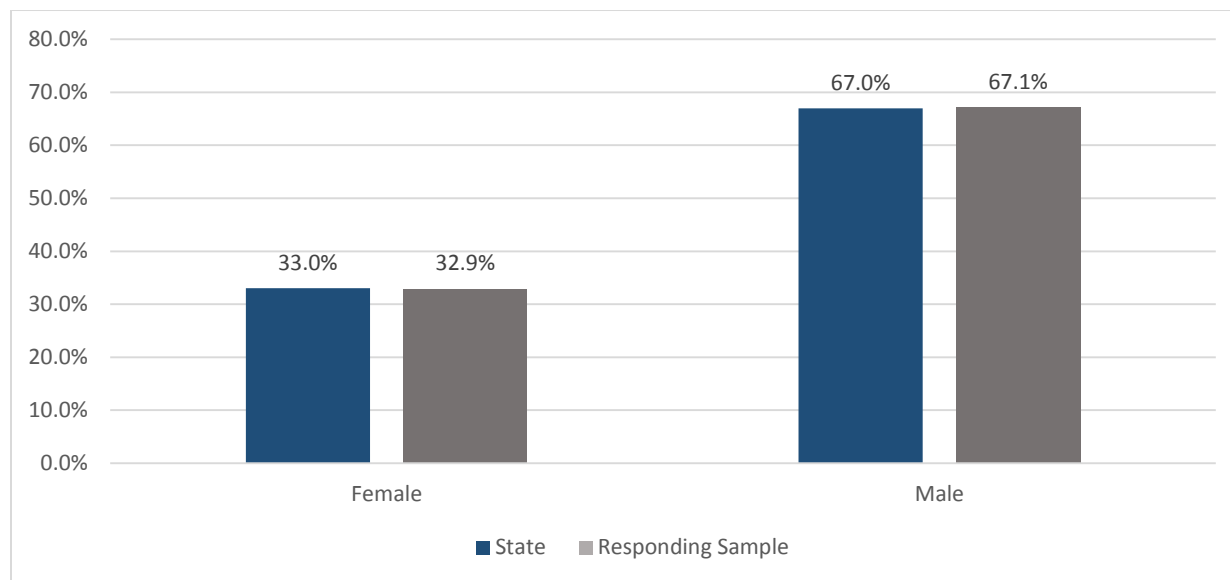
seven (or four) items, the item was dropped from the calculation. In other words, a parent's percentage was determined based only on the number of items they answered. The Indicator for the state was calculated by taking the average of the parents' Indicator 8 scores statewide. The average of the parents' Indicator scores was calculated for each ESC and for each district.

Representativeness of Responding Sample

The research team compared the characteristics of the sample of students whose parents completed a survey to the state population of students receiving special education services to examine the degree to which survey responses were representative of the state's population of students receiving special education services.¹⁰ The more comparable the characteristics of the responding sample to the state population, the more generalizable the results are to all students in the state of Texas who received special education services.

The gender composition of the sample of students whose parents responded to the survey almost exactly matched the gender composition of the population in the state of Texas in 2016-17 (Figure 7). Approximately, 67% of both groups of students were male, 33% female.

Figure 7. Comparison of gender of students receiving special education services in responding sample and statewide.



The responding sample was relatively closely aligned to the state population of students receiving special education services as defined by race/ethnicity, though somewhat under-representative of Hispanic and Black or African American students. Approximately 51% of the state population of students receiving special education services was Hispanic in 2016-17 while 47% of the responding sample was Hispanic. Similarly, parents of Black or African American students made up 12% of the survey respondent sample

¹⁰ Texas Education Agency. (2017). Enrollment in Texas public schools, 2016-17. (Document No. GE17 601 12). Austin TX: Author.

compared with 16% of the state special education population. In contrast, white students were somewhat over-represented, making up 29% of the state population of students receiving special education services, but 36% of the responding sample. All other race/ethnicity groups were represented in the survey sample within half of a percentage point of their size in the state population.

Table 3. Comparison of race/ethnicity of students receiving special education services in responding sample and statewide.

Race/Ethnicity	State	Responding Sample	Over(+)/Under (-) Representation
American Indian or Alaska Native	0.4%	0.4%	0.0%
Asian	2.1%	2.2%	0.1%
Black or African American	15.5%	11.6%	-3.9%
Hispanic/Latino	50.8%	47.3%	-3.5%
Native Hawaiian/Other Pacific	0.1%	0.1%	0.0%
Two or More Races	2.2%	2.5%	0.3%
White	28.8%	36.0%	7.2%

Students represented by the survey sample were mostly similar to the state population of students receiving special education services as described by primary exceptionality/disability (Table 4). A larger percentage of parents responding had a child with Autism (16% of the responding sample compared with 12% of the state special education population). Alternatively, the responding sample was made up of slightly fewer parents of students with a Learning Disability as their primary exceptionality (29% in the responding sample compared with 33% in the state population). All other differences between the special education students in the state and the responding sample were less than one percentage point.

Table 4. Comparison of primary exceptionality/disability of students receiving special education services in responding sample and statewide.

Primary Exceptionality/Disability	State		Survey Sample		Over(+)/Under (-) Representation
	Total N	% of Total	Total N	% of Total	From Target
Auditory Impairment	6,961	1.5%	63	1.2%	-0.3%
Autism	58,945	12.4%	804	15.6%	3.2%
Deaf/Blind	245	0.1%	4	0.1%	0.0%

Primary Exceptionality/Disability	State		Survey Sample		Over(+)/Under (-) Representation
Developmental Delay ¹¹	41	<.1%	0	0	<.1%
Emotional Disturbance	27,401	5.7%	306	6.0%	0.3%
Intellectual Disability	49,887	10.5%	557	10.8%	0.3%
Learning Disability	157,229	32.9%	1,477	28.7%	-4.2%
Noncategorical Early Childhood	6,026	1.3%	73	1.4%	0.1%
Orthopedic Impairment	3,699	0.8%	40	0.8%	0.0%
Other Health Impairment	66,125	13.9%	725	14.1%	0.2%
Speech Impairment	95,498	20.0%	1,008	19.6%	-0.4%
Traumatic Brain Injury	1,297	0.4%	31	0.6%	0.2%
Visual Impairment	3,927	0.8%	57	1.1%	0.3%
Total	477,281		5,145		

Twenty-nine percent of all surveys were submitted via the online version of the survey, while the remaining 71% were completed on paper. Across all, 17% were completed in Spanish and the remaining 83% were completed in English. Eighteen percent of paper surveys were completed in Spanish compared to 12% of online submissions.

¹¹ Texas Project First (a project of the Texas Education Agency) explains that Texas uses the Noncategorical Early Childhood disability designation for students aged 3-5 with developmental delay. Only 41 students in the entire state have Developmental Delay as their primary exceptionality, and none of these students were in Cycle 4 districts. As such, no students in the survey sample were identified with Developmental Delay as the primary exceptionality.

Results

The survey items in four areas: 1) Environment, 2) Communication, 3) Admission, Review, and Dismissal Meetings (ARD)/Individualized Educational Plan (IEP) Participation, and 4) Results. Seven items were used to calculate the Indicator 8 score. In the sections below we provide descriptive results for all survey items individually, as well as for the calculated Indicator 8 score.

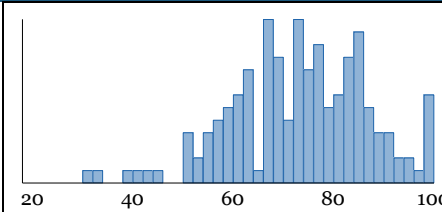
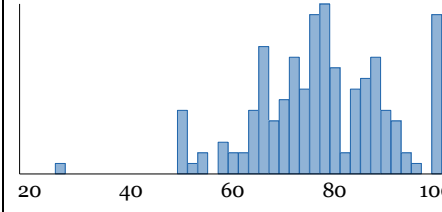
Item-Level Results

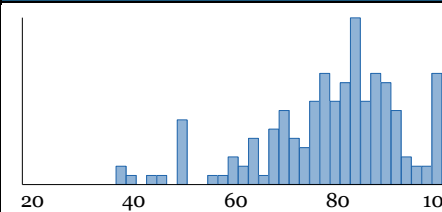
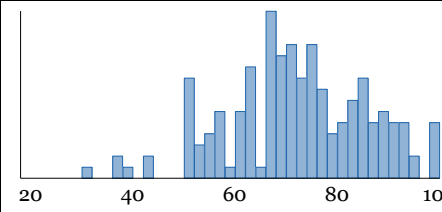
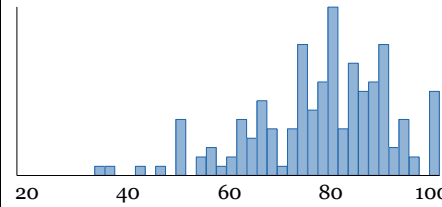
Tables 5 through 8 describe statewide results for each survey item. Across all items, the majority of responding parents provided the most positive response (“always”, “yes” or “agree”), though this ranged from 59% (41% of parents not agreeing) to 94% (6% of parents not agreeing). There was variation across topic areas. Details are provided in each section below.

Environment

Across the five items reflecting upon the school environment, a high percentage of parents provided the most positive response to each item. Teachers’ willingness to discuss students’ needs and the school being a positive and welcoming place were endorsed positively by the most parents (both roughly 80%). Just over three-quarters of responding parents reported that that they were always considered an equal partner (77%), 74% reported that teachers understand their child’s needs, and 73% reported that school officials always encouraged parents to be involved in their child’s education. Across districts, there was some variation. Histograms in Table 5, shown for each survey item, help to illustrate that some districts did not have high levels of parent agreement, while others did. Though most districts had between 70-80% of parents providing the most positive response on most items, there were districts with fewer than half of their parents providing positive feedback.

Table 5. Item-level results – Environment.

Environment	Always	Sometimes	Never	N	District Percent Always
School personnel encourage me to be involved in my child's education	73.2%	22.2%	4.7%	5,091	
I am considered an equal partner with teachers and others in planning my child's IEP	76.8%	18.8%	4.4%	5,031	

Environment (cont.)	Agree	Neutral	Disagree	N	District Percent Agree
My child's school is a positive and welcoming place for my family	80.7%	15.0%	4.4%	5,087	
Teachers understand my child's needs	73.7%	19.2%	7.2%	5,076	
Teachers show a willingness to discuss my child's needs	80.2%	13.9%	5.9%	5,091	

Communication

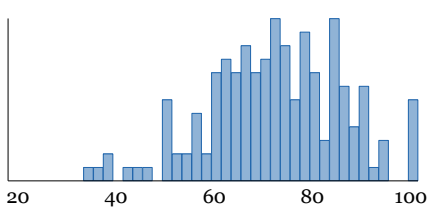
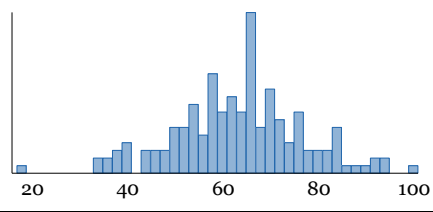
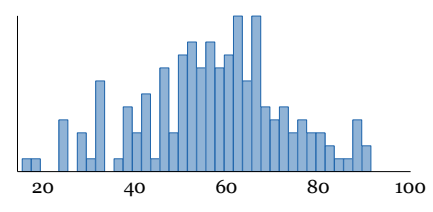
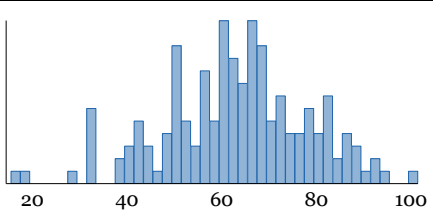
Survey items within the Communication domain showed more variability than the other domains (Table 6). Fifty-nine percent of parents reported that schools always provide them with information on parent organizations and community agencies (15% reported that schools ‘never’ do and 26% that schools ‘sometimes’ do). Approximately 6 in 10 parents reported that they always communicate with their child’s teacher regarding the IEP process (33% reported that schools ‘sometimes’ do), and that they were always provided with information to help them assist their child’s education (11% reported that schools ‘never’

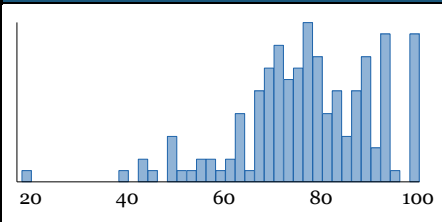
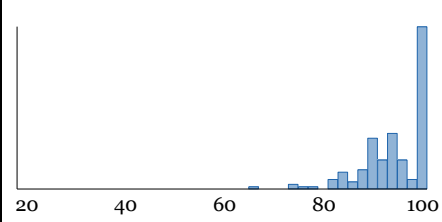
do and another 25% that schools ‘sometimes’ do). Approximately 73% of parents responded that the school always communicated with them regularly regarding the IEP process, and 77% answered that schools provided information on their child’s disability. On those two items, most other parents reported that schools ‘sometimes’ do.

Almost all parents (93%) reported that information was provided to them in their primary language, and this high level of agreement was similar for English and Spanish speaking homes (93% of 3,657 English speaking homes and 94% of 1,191 in Spanish speaking homes). However, for parents where the primary home language was not English or Spanish (a group of 94 respondents), 71% responded that information is provided in their primary language; 29% reported that it is not.

District-level variation was greater in the Communication domain than in the Environment domain. For almost every item there were many districts where fewer than half of responding parents providing the most positive response.

Table 6. Item-level results – Communication.

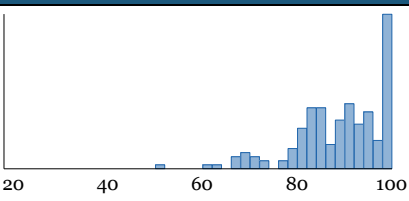
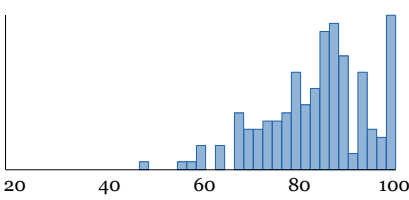
Communication	Always	Sometimes	Never	N	District Percent Always
The school communicates regularly with me regarding my child’s IEP progress and other important issues	72.5%	23.0%	4.5%	5,115	
I communicate with my child's teacher(s) regularly regarding my child’s IEP progress and other important issues	63.1%	32.8%	4.1%	5,073	
School personnel provided information on parent organizations, community agencies or trainings related to the needs of my child	59.0%	25.6%	15.4%	5,054	
School personnel provide me information to help me assist in my child's education	64.4%	24.8%	10.8%	5,060	

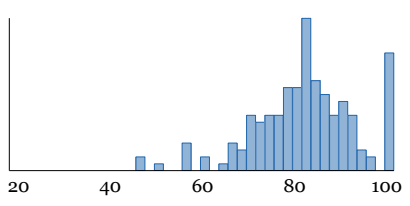
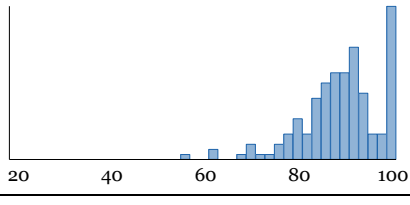
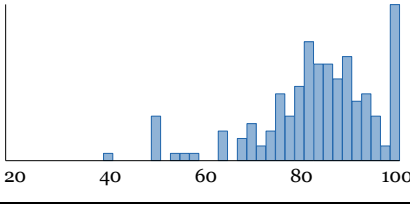
Communication (cont.)	Yes	No		N	District Percent Yes
The school provides me information on my child's disability	77.6%	22.4%		5,061	
The information is provided to me in my primary language	93.0%	7.0%		4,972	

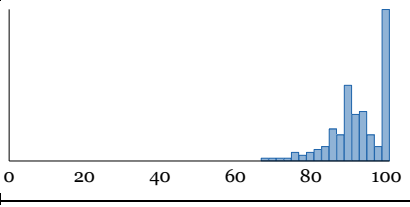
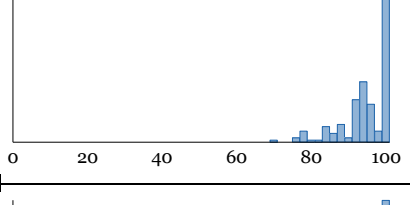
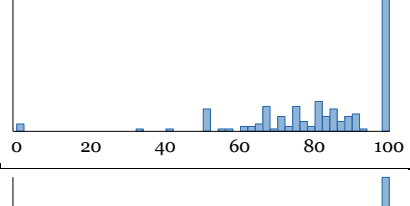
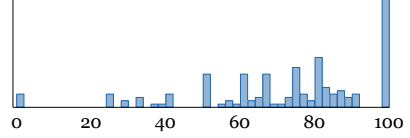
ARD/IEP Participation

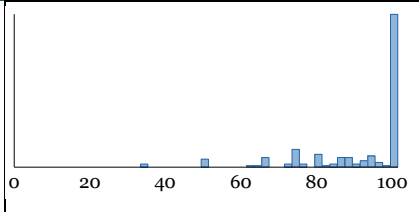
Parent responses for ARD/IEP Participation were, on average, the most consistently positive across districts. Almost all parents (94%) responded that their child’s evaluation report was written in terms they could understand and that teachers and administrators ensure that they understand the procedural safeguards (93%). Between 82% and 89% of parents responded “always” to the five ARD/IEP participation items shown in Table 7. In the ARD/IEP section of the survey, 75% of parents reported that schools provided information about agencies that can assist in planning for life after high school – 25% reported that they do not. Across districts, the average percent of parents providing the most positive response on all these items was high, with few districts having 50% or more of parents not providing the most positive response (Table 7).

Table 7. Item-level results – ARD/IEP Participation.

ARD/IEP Participation	Always	Some-times	Never	N	District Percent Always
Participate in Admission, Review, and Dismissal (ARD) meetings	88.5%	10.1%	1.4%	5,074	
My concerns are considered by the ARD committee when developing the IEP	84.2%	13.8%	2.0%	5,054	

ARD/IEP Participation	Always	Sometimes	Never	N	District Percent Always
We discuss how my child will participate in state assessments at ARD meetings	81.7%	10.3%	8.0%	5,028	
We select accommodations that my child needs at ARD meetings	88.9%	8.9%	2.2%	5,057	
The school provides my child with all the services documented on my child's IEP	84.5%	13.7%	1.7%	5,044	

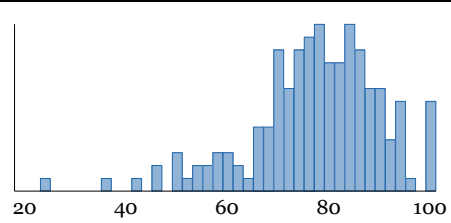
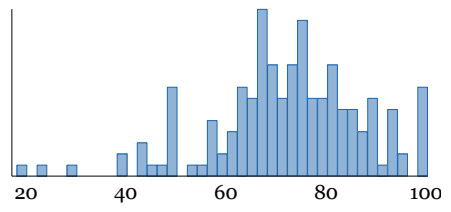
ARD/IEP Participation (cont.)	Yes	No	N	District Percent Yes
Teachers and administrators ensure that I fully understand the Procedural Safeguards	92.5%	7.5%	5,042	
My child's evaluation report is written in terms I understand	94.1%	5.9%	5,024	
The school provides planning for life after HS, including services to help my child reach his/her goals	81.9%	18.1%	1,678	
The school provides information on agencies that can assist my child in planning for life after HS	75.4%	24.6%	1,623	

ARD/IEP Participation (cont.)	Yes	No	N	District Percent Yes
The school includes my child in the ARD meeting	91.9%	8.1%	1,560	

Results

Approximately three-quarters of responding parents agreed that their child is making progress because of the services provided or are satisfied with their child’s progress. However the 17-18% felt neutral on these items and 6% and 9% disagreed. Both items had wide district-level variation, with some districts having very high percentages of parents agreeing (many had 100% of parents agreeing) while others had below 50% of parents agreeing.

Table 8. Item-level results – Results.

Results	Agree	Neutral	Disagree	N	District Percent Agree
Child is making progress because of the services he/she is receiving	77.7%	16.5%	5.8%	5,099	
Satisfied with the progress child is making	72.8%	17.9%	9.3%	5,070	

Item-Level Results, by Student Characteristics

The research team examined differences in response to individual survey items (outside of those that are used in Indicator 8)¹². Full item-level results by gender, race, economic status, and grade level are provided in Appendix B. In most cases, differences by subgroup did not vary by more than two to three percentage points. Some notable results include:

- A smaller percentage of parents of Black or African American students and students identified as an “other” race agreed that their school is a positive and welcoming place (76% for both) compared with parents of Asian, Hispanic, and White students (87%, 82%, and 81%, respectively).

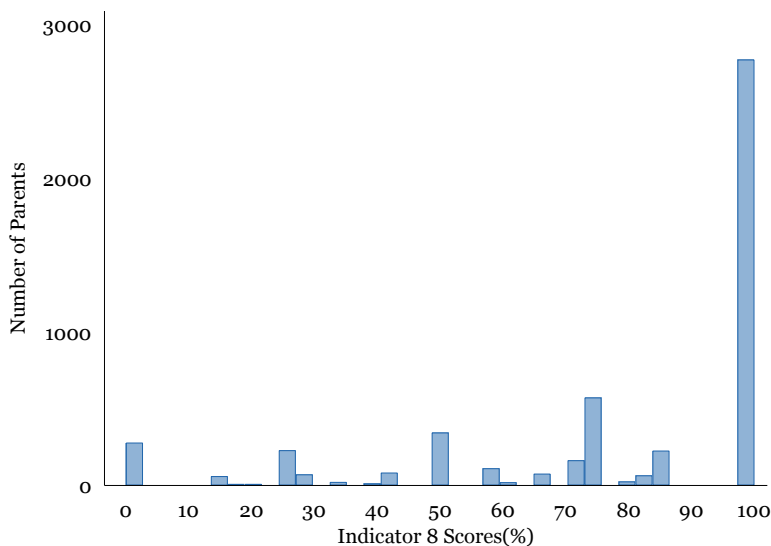
¹² Differences were not tested for statistical significance.

- More parents of Hispanic and White students reported that they are satisfied with the progress their child is making (77% and 70% respectively), compared to parents of African American or Black and “other” students (66% and 64% respectively).
- Parents of economically disadvantaged students answered most items within three percentage points of parents of students who are not economically disadvantaged (and often more positively). One exception was that 84% of parents of economically disadvantaged students responded that they always attend ARD meetings compared with 96% of parents of students who are not economically disadvantaged.
- A higher percentage of parents of elementary students reported always communicating with their child’s teacher about their child’s IEP progress (71%) compared with 52% and 56% for parents of middle school and high school parents, respectively.

Indicator 8 Results

The Indicator 8 score for the state was 78%, meaning that, on average, parents responded positively (i.e., selected “yes”, “always”, or “agree”) to 78% of the Indicator 8 items that they answered (four items if their child was under aged 14, seven items if their child was 14 or older).¹³ This was below the state’s 80% target stated in the State Performance Plan for school year 2016-17. Figure 8 shows the distribution of parents’ Indicator 8 score. Although the average Indicator 8 score was 78%, more than half of parents (54%) responded positively to all of the items that they answered, which resulted in an Indicator 8 score of 100%.

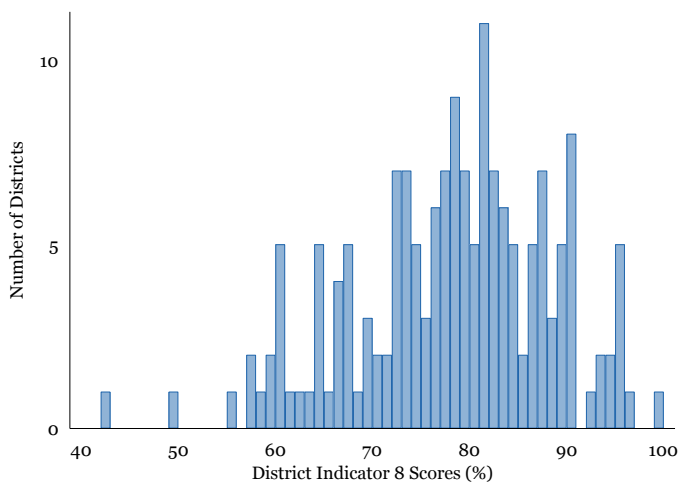
Figure 8. Distribution of Indicator 8 scores.



¹³ Not including items that the parent skipped. That is, if a parent answered six of the seven indicator items for a student aged 14 or over, their percent was calculated based on the six that they answered.

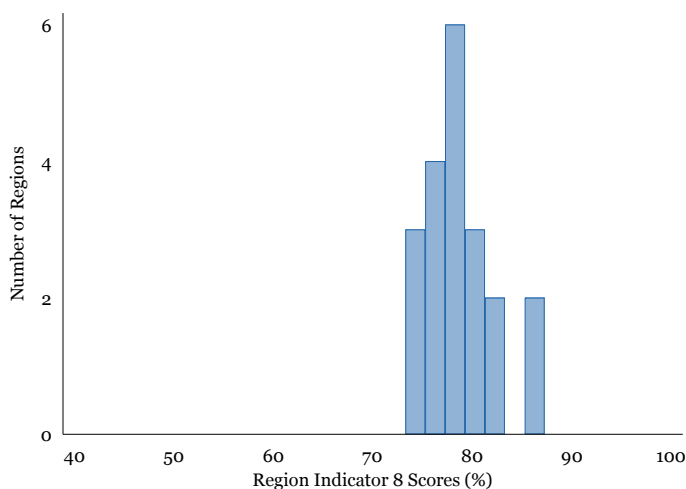
The average district-level Indicator 8 score was 78% and ranged from 42% (in one district) to 100% (in one district), meaning that all parents in that district answered each of the four (or seven) Indicator 8 items positively. Of the 166 districts with more than five surveys returned, 76 districts (46%) had an average Indicator 8 score above or equal to 80% while the other 90 (68%) were lower than the state target.¹⁴ Roughly two-thirds of districts (64%) had Indicator 8 scores between 67% and 88% (Figure 9).

Figure 9. Distribution of district-level Indicator 8 scores.



Aggregating results to the ESC level, Indicator 8 scores ranged from 73% to 87%, with seven ESCs exceeding the 80% target (Figure 10).

Figure 10. Distribution of region-level Indicator 8 scores.



¹⁴ Results for districts with five or fewer responses are particularly unstable, as one additional response can considerably change the results. While six or more is a somewhat arbitrary cut off, it represents a reasonable compromise between stability of the estimate and retaining results for as many districts as possible.

Indicator 8 Results, by Student Characteristics

The Gibson team further examined whether Indicator 8 scores were comparable across student characteristics to determine whether some subgroups of parents answered items more positively than others.¹⁵

Indicator 8 scores did not vary based on student gender. They did, however, vary based on student race/ethnicity. As shown in Table 9, parents of Hispanic students responded positively to the most Indicator 8 items (80% on average), followed by parents of Asian students (78%) and parents of Black or African American and White students (77% of both groups). Parents of children whose race was identified as “other” responded positively to a smaller proportion of Indicator 8 items (69%). These differences by ethnicity should be interpreted with caution as the size of the groups varied, with only 111 parents of Asian students and 148 parents of students identified as an “other” ethnicity. Results based on smaller sample sizes are less stable than results from larger sample sizes (e.g., parents of Hispanic and White students both had thousands of responses) and include a wider margin of error.

Table 9. Indicator 8 results by race/ethnicity.

Race/Ethnicity	N	Indicator 8 Score	SD
Asian	111	78%	0.30
Black or African American	596	77%	0.30
Hispanic/Latino	2,425	80%	0.29
White	1,849	77%	0.31
Other	148	69%	0.34

Indicator 8 scores were similar across economic categories (Table 10). Parents of both economically disadvantaged students and students who are not economically disadvantaged responded positively to an average of 78% of Indicator 8 items.¹⁶

Table 10. Indicator 8 results, by economic disadvantaged status.

Economic Disadvantage	N	Score	SD
Not Disadvantaged	2,074	78%	0.30
Disadvantaged	3,055	78%	0.30

¹⁵ Differences were not tested for statistical significance.

¹⁶ Economic disadvantaged status is based on the TEA definition, which is largely dependent on a student’s eligibility for free or reduced price lunch (http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Reporting_Requirements_for_Economic_Disadvantage_Code/).

Examining responses based on the grade level of the student revealed that parents of middle school students responded positively to 72% of Indicator 8 items, compared with 80% and 81% of high school and elementary school parents, respectively (Table 11).

Table 11. Indicator 8 results, by grade level.

Grade Level	N	Score	SD
Elementary	2,404	81%	0.30
Middle	1,434	72%	0.33
High	1,291	80%	0.26

Discussion and Suggestions

Results from the 2016-17 administration of the Parent Involvement Survey in Texas showed that parents of students receiving special education services in Cycle 4 districts, on the whole, responded positively to Parent Involvement items. However, when looking at district-level variation, there are districts with a much lower degree of parent positivity where fewer than half of responding parents provided the most positive response.

Least commonly endorsed items were in the Communication domain, suggesting this is an area worthy of improvement in schools. In particular, providing parents with information on parent organizations, community agencies, and training, communicating with parents about IEP progress, and providing parents with information to help them assist in their child's education are three areas that were least frequently endorsed. In addition, some attention should be given to findings showing differences by student subgroup categories, illustrating that parents of some student groups endorse particular items at substantively lower rates. Looking at these results within districts, or within ESC regions can help identify areas where targeted efforts to make improvements might benefit students.

Appendix A: Selecting the Survey Sample

Selecting districts: A total of 195 districts in Cycle 4 and the 18 largest districts across the state were included in the survey population for a total of 213 districts. Districts with fewer than 10 students receiving special education services were excluded from the targeted population (a total of 55 students from 11 campuses in 10 districts) to ensure confidentiality of results at the school or district level.

Selecting campuses: Within included districts, campuses were first stratified by grade span (elementary, middle, high, other). Then, if there were fewer than six campuses in a grade span, all campuses were included in the target survey group. For districts with more than six campuses in a grade span, 12.5% of campuses above the minimum of six campuses were randomly selected for inclusion for that district for that grade span.

Selecting students: Within selected campuses, if fewer than 20 students received special education services, all students were included in the target survey group. If more than 20 students received special education services, the research team randomly selected 10% of the special education student population above the minimum of 20 students for inclusion. This approach resulted in no more than 50 students at any one school being included in the sample. Since random sampling was employed, the resulting distribution of student characteristics at the district level (and at higher levels of aggregation) in the target survey group matched closely with the overall population of special education students in Cycle 4 districts without adjusting, truncating, or over-sampling any student sub-populations by district to match the state population distribution.

Appendix B: Full Item-Level Responses, by Student Characteristics

Table A1. Full item-level responses, by gender.

Environment	Female				Male			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	74.3%	21.2%	4.5%	1,671	72.6%	22.7%	4.7%	3,390
Considered an equal partner with teachers and others in planning IEP	77.0%	18.6%	4.4%	1,653	76.7%	18.9%	4.4%	3,348
	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	80.4%	15.0%	4.6%	1,679	80.8%	14.9%	4.3%	3,378
Teachers understand my child's needs	74.4%	18.0%	7.6%	1,668	73.3%	19.7%	7.0%	3,378
Teachers are willing to discuss my child's needs	79.6%	13.3%	7.0%	1,665	80.4%	14.2%	5.4%	3,396
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	73.0%	22.2%	4.8%	1,680	72.2%	23.4%	4.4%	3,404
I communicate with my child's teacher(s) regarding IEP progress	62.1%	33.8%	4.1%	1,667	63.6%	32.3%	4.1%	3,375
Provided with information on parent organizations, community agencies, and training	60.0%	24.4%	15.5%	1,661	58.6%	26.1%	15.3%	3,362
Provided with information to help me assist in my child's education	65.2%	24.5%	10.3%	1,660	64.0%	25.0%	11.0%	3,369
	Yes	No		N	Yes	No		N
Provided with information on my child's disability	78.4%	21.6%		1,663	77.2%	22.8%		3,367
Information is provided to me in my primary language	93.7%	6.3%		1,630	92.7%	7.3%		3,312

ARD/IEP Participation	Female				Male			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	86.4%	11.9%	1.6%	1,660	89.4%	9.3%	1.2%	3,383
My concerns are considered by the ARD committee when developing the IEP	84.0%	14.0%	1.9%	1,654	84.4%	13.6%	2.0%	3,371
We discuss how my child will participate in state assessments at ARD meetings	83.0%	10.2%	6.8%	1,654	81.1%	10.3%	8.5%	3,344
We select accommodations that my child needs at ARD meetings	89.6%	8.6%	1.8%	1,655	88.5%	9.1%	2.4%	3,372
The school provides my child with all the services documented on my child's IEP	84.8%	13.3%	1.9%	1,650	84.3%	14.0%	1.7%	3,364
	Yes	No		N	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	92.1%	7.9%		1,654	92.7%	7.3%		3,358
My child's evaluation report is written in terms I understand	94.3%	5.7%		1,637	94.0%	6.0%		3,357
Provides planning for life after HS, including services to help meet goals	83.4%	16.6%		585	81.2%	18.8%		1,088
Provides information on agencies that can assist in planning for life after HS	75.9%	24.1%		580	75.0%	25.0%		1,038
The school includes my child in the ARD meeting	92.0%	8.0%		527	91.8%	8.2%		1,029
Results	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	77.9%	16.1%	6.1%	1,668	77.6%	16.7%	5.7%	3,402
Satisfied with the progress child is making	75.2%	16.0%	8.8%	1,662	71.7%	18.8%	9.5%	3,378

Table A2. Full item-level responses, by race.

Environment	Asian				Black or African American			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	69.4%	26.1%	4.5%	111	71.8%	21.9%	6.2%	579
Considered an equal partner with teachers and others in planning IEP	76.9%	19.4%	3.7%	108	77.2%	18.9%	4.0%	578
	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	87.2%	11.9%	0.9%	109	75.9%	19.0%	5.1%	588
Teachers understand my child's needs	75.2%	20.2%	4.6%	109	68.3%	21.6%	10.2%	580
Teachers are willing to discuss my child's needs	84.7%	12.6%	2.7%	111	75.5%	16.0%	8.6%	583
Communication	Always	Sometimes	Never	N	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	71.8%	24.5%	3.6%	110	71.0%	23.9%	5.1%	586
I communicate with my child's teacher(s) regarding IEP progress	64.9%	31.5%	3.6%	111	62.5%	32.1%	5.4%	579
Provided with information on parent organizations, community agencies, and training	60.9%	24.5%	14.5%	110	59.1%	25.0%	15.9%	577
Provided with information to help me assist in my child's education	65.2%	26.8%	8.0%	112	64.6%	22.5%	13.0%	579
	Yes	No		N	Yes	No		N
Provided with information on my child's disability	77.5%	22.5%		111	75.2%	24.8%		581
Information is provided to me in my primary language	75.5%	24.5%		110	90.6%	9.4%		562

ARD/IEP Participation	Asian				Black or African American			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	91.0%	8.1%	0.9%	111	88.5%	10.1%	1.4%	585
My concerns are considered by the ARD committee when developing the IEP	84.7%	14.4%	0.9%	111	84.4%	13.5%	2.1%	577
We discuss how my child will participate in state assessments at ARD meetings	70.9%	19.1%	10.0%	110	78.5%	12.0%	9.5%	576
We select accommodations that my child needs at ARD meetings	77.5%	18.0%	4.5%	111	88.9%	8.2%	2.9%	583
The school provides my child with all the services documented on my child's IEP	84.8%	15.2%	0.0%	112	80.0%	17.9%	2.1%	581
	Yes	No		N	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	94.5%	5.5%		110	90.0%	10.0%		580
My child's evaluation report is written in terms I understand	96.4%	3.6%		110	95.6%	4.4%		571
Provides planning for life after HS, including services to help meet goals	73.7%	26.3%		38	82.4%	17.6%		216
Provides information on agencies that can assist in planning for life after HS	57.9%	42.1%		38	75.8%	24.2%		211
The school includes my child in the ARD meeting	82.4%	17.6%		34	93.7%	6.3%		223
Results	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	76.6%	18.9%	4.5%	111	71.2%	20.1%	8.7%	586
Satisfied with the progress child is making	67.9%	23.2%	8.9%	112	66.4%	19.9%	13.7%	583

Table A2. Full item-level responses, by race (continued).

Environment	Hispanic/Latino				White			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	73.7%	22.0%	4.3%	2,389	73.4%	22.1%	4.5%	1,834
Considered an equal partner with teachers and others in planning IEP	76.1%	19.5%	4.4%	2,345	77.7%	17.7%	4.6%	1,824
	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	82.0%	14.4%	3.6%	2,371	80.6%	14.3%	5.1%	1,841
Teachers understand my child's needs	78.2%	17.0%	4.9%	2,376	70.7%	20.6%	8.7%	1,834
Teachers are willing to discuss my child's needs	82.3%	12.9%	4.8%	2,385	79.6%	14.0%	6.4%	1,834
Communication	Always	Sometimes	Never	N	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	75.1%	21.0%	3.9%	2,401	70.2%	24.8%	5.0%	1,839
I communicate with my child's teacher(s) regarding IEP progress	62.7%	33.3%	4.0%	2,364	63.8%	32.1%	4.1%	1,840
Provided with information on parent organizations, community agencies, and training	63.3%	24.2%	12.5%	2,360	54.2%	27.3%	18.6%	1,830
Provided with information to help me assist in my child's education	68.6%	22.7%	8.7%	2,356	59.6%	27.7%	12.7%	1,834
	Yes	No		N	Yes	No		N
Provided with information on my child's disability	84.1%	15.9%		2,369	70.6%	29.4%		1,820
Information is provided to me in my primary language	93.9%	6.1%		2,366	93.9%	6.1%		1,760

ARD/IEP Participation	Hispanic/Latino				White			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	83.2%	14.6%	2.2%	2,364	94.4%	5.2%	0.3%	1,835
My concerns are considered by the ARD committee when developing the IEP	84.8%	13.0%	2.2%	2,361	83.9%	14.3%	1.7%	1,829
We discuss how my child will participate in state assessments at ARD meetings	83.6%	9.5%	6.9%	2,352	80.9%	10.3%	8.8%	1,816
We select accommodations that my child needs at ARD meetings	89.5%	8.5%	2.0%	2,366	88.6%	9.2%	2.2%	1,820
The school provides my child with all the services documented on my child's IEP	87.0%	11.3%	1.7%	2,351	83.5%	14.7%	1.8%	1,824
	Yes	No		N	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	93.9%	6.1%		2,364	91.8%	8.2%		1,812
My child's evaluation report is written in terms I understand	94.1%	5.9%		2,364	93.7%	6.3%		1,806
Provides planning for life after HS, including services to help meet goals	84.1%	15.9%		754	79.5%	20.5%		623
Provides information on agencies that can assist in planning for life after HS	78.4%	21.6%		728	72.4%	27.6%		601
The school includes my child in the ARD meeting	89.6%	10.4%		605	93.8%	6.2%		650
Results	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	80.0%	15.2%	4.7%	2,394	77.1%	16.8%	6.1%	1,832
Satisfied with the progress child is making	77.1%	16.3%	6.6%	2,374	70.4%	18.7%	10.9%	1,823

Table A2. Full item-level responses, by race (continued).

Environment	Other			
	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	69.6%	24.3%	6.1%	148
Considered an equal partner with teachers and others in planning IEP	74.0%	22.6%	3.4%	146
	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	75.7%	16.9%	7.4%	148
Teachers understand my child's needs	57.1%	27.2%	15.6%	147
Teachers are willing to discuss my child's needs	68.2%	22.3%	9.5%	148
Communication	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	62.8%	29.1%	8.1%	148
I communicate with my child's teacher(s) regarding IEP progress	60.8%	37.2%	2.0%	148
Provided with information on parent organizations, community agencies, and training	50.7%	29.5%	19.9%	146
Provided with information to help me assist in my child's education	54.1%	31.1%	14.9%	148
	Yes	No		N
Provided with information on my child's disability	69.1%	30.9%		149
Information is provided to me in my primary language	91.0%	9.0%		144

ARD/IEP Participation	Other			
	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	96.6%	2.7%	0.7%	148
My concerns are considered by the ARD committee when developing the IEP	78.9%	18.4%	2.7%	147
We discuss how my child will participate in state assessments at ARD meetings	84.0%	10.4%	5.6%	144
We select accommodations that my child needs at ARD meetings	91.2%	8.2%	0.7%	147
The school provides my child with all the services documented on my child's IEP	72.6%	24.7%	2.7%	146
	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	87.7%	12.3%		146
My child's evaluation report is written in terms I understand	90.2%	9.8%		143
Provides planning for life after HS, including services to help meet goals	85.7%	14.3%		42
Provides information on agencies that can assist in planning for life after HS	77.5%	22.5%		40
The school includes my child in the ARD meeting	93.2%	6.8%		44
Results	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	74.1%	16.3%	9.5%	147
Satisfied with the progress child is making	63.5%	21.6%	14.9%	148

Table A3. Full item-level responses, by economic disadvantage.

Environment	Not Disadvantaged				Disadvantaged			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	73.6%	22.6%	3.7%	2,055	72.9%	21.9%	5.3%	3,006
Considered an equal partner with teachers and others in planning IEP	79.9%	16.3%	3.8%	2,050	74.7%	20.6%	4.8%	2,951
	Agree	Neutral	Disagree	1701	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	83.1%	13.0%	3.9%	2,062	79.0%	16.3%	4.7%	2,995
Teachers understand my child's needs	72.9%	19.7%	7.5%	2,063	74.2%	18.8%	7.0%	2,983
Teachers are willing to discuss my child's needs	81.8%	12.7%	5.5%	2,063	79.1%	14.7%	6.2%	2,998
Communication	Always	Sometimes	Never	N	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	70.5%	24.9%	4.6%	2,064	73.7%	21.7%	4.5%	3,020
I communicate with my child's teacher(s) regarding IEP progress	65.1%	31.7%	3.2%	2,063	61.7%	33.6%	4.7%	2,979
Provided with information on parent organizations, community agencies, and training	55.0%	27.0%	17.9%	2,052	61.9%	24.5%	13.6%	2,971
Provided with information to help me assist in my child's education	59.6%	28.7%	11.7%	2,054	67.7%	22.2%	10.2%	2,975
	Yes	No		N	Yes	No		N
Provided with information on my child's disability	72.5%	27.5%		2,042	81.1%	18.9%		2,988
Information is provided to me in my primary language	92.5%	7.5%		1,988	93.4%	6.6%		2,954

ARD/IEP Participation	Not Disadvantaged				Disadvantaged			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	95.6%	4.0%	0.4%	2,053	83.6%	14.4%	2.0%	2,990
My concerns are considered by the ARD committee when developing the IEP	85.5%	12.9%	1.6%	2,054	83.4%	14.3%	2.3%	2,971
We discuss how my child will participate in state assessments at ARD meetings	80.5%	9.9%	9.6%	2,026	82.6%	10.6%	6.8%	2,972
We select accommodations that my child needs at ARD meetings	89.2%	8.6%	2.2%	2,044	88.6%	9.2%	2.2%	2,983
The school provides my child with all the services documented on my child's IEP	83.7%	15.1%	1.3%	2,044	85.0%	12.9%	2.1%	2,970
	Yes	No		N	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	92.1%	7.9%		2,043	92.8%	7.2%		2,969
My child's evaluation report is written in terms I understand	94.6%	5.4%		2,038	93.7%	6.3%		2,956
Provides planning for life after HS, including services to help meet goals	79.8%	20.2%		694	83.5%	16.5%		979
Provides information on agencies that can assist in planning for life after HS	73.0%	27.0%		656	76.9%	23.1%		962
The school includes my child in the ARD meeting	92.9%	7.1%		695	91.1%	8.9%		861
Results	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	78.3%	16.0%	5.6%	2,054	77.3%	16.8%	5.9%	3,016
Satisfied with the progress child is making	71.7%	18.6%	9.8%	2,048	73.7%	17.4%	9.0%	2,992

Table A4. Full item-level responses, by grade level.

Environment	Elementary School				Middle School			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	76.9%	19.6%	3.4%	2,386	67.6%	26.7%	5.7%	1,412
Considered an equal partner with teachers and others in planning IEP	79.0%	17.2%	3.8%	2,350	71.9%	22.2%	5.9%	1,385
	Agree	Neutral	Disagree	1701	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	85.5%	11.7%	2.9%	2,379	74.7%	18.6%	6.8%	1,407
Teachers understand my child's needs	80.2%	15.3%	4.5%	2,367	67.1%	22.5%	10.4%	1,409
Teachers are willing to discuss my child's needs	85.4%	10.9%	3.8%	2,373	73.5%	18.1%	8.4%	1,411
Communication	Always	Sometimes	Never	N	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	77.2%	19.4%	3.4%	2,387	65.5%	28.5%	6.0%	1,415
I communicate with my child's teacher(s) regarding IEP progress	71.2%	26.0%	2.7%	2,365	54.0%	40.1%	5.9%	1,408
Provided with information on parent organizations, community agencies, and training	62.0%	23.9%	14.1%	2,358	53.6%	27.5%	19.0%	1,402
Provided with information to help me assist in my child's education	69.4%	22.2%	8.3%	2,365	57.2%	29.0%	13.8%	1,403
	Yes	No		N	Yes	No		N
Provided with information on my child's disability	80.3%	19.7%		2,362	74.9%	25.1%		1,409
Information is provided to me in my primary language	94.0%	6.0%		2,325	91.6%	8.4%		1,387

ARD/IEP Participation	Elementary School				Middle School			
	Always	Sometimes	Never	N	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	89.8%	9.4%	0.8%	2,366	86.2%	11.7%	2.1%	1,407
My concerns are considered by the ARD committee when developing the IEP	86.4%	11.7%	1.8%	2,354	80.5%	16.9%	2.6%	1,403
We discuss how my child will participate in state assessments at ARD meetings	76.1%	10.3%	13.6%	2,331	86.3%	10.6%	3.1%	1,402
We select accommodations that my child needs at ARD meetings	89.3%	8.2%	2.5%	2,351	87.2%	10.6%	2.2%	1,402
The school provides my child with all the services documented on my child's IEP	88.3%	10.2%	1.4%	2,359	80.2%	17.3%	2.4%	1,395
	Yes	No		N	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	93.5%	6.5%		2,353	91.2%	8.8%		1,396
My child's evaluation report is written in terms I understand	94.5%	5.5%		2,344	92.6%	7.4%		1,396
Provides planning for life after HS, including services to help meet goals	N/A	N/A		0	76.0%	24.0%		492
Provides information on agencies that can assist in planning for life after HS	N/A	N/A		0	64.4%	35.6%		472
The school includes my child in the ARD meeting	N/A	N/A		0	82.7%	17.3%		462
Results	Agree	Neutral	Disagree	N	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	83.0%	12.5%	4.5%	2381	72.9%	19.0%	8.1%	1,414
Satisfied with the progress child is making	78.2%	14.7%	7.1%	2360	66.3%	21.2%	12.5%	1,410

Table A4. Full item-level responses, by grade level (continued).

Environment	High School			
	Always	Sometimes	Never	N
School personnel encourage me to be involved in my child's education	72.3%	22.0%	5.7%	1,263
Considered an equal partner with teachers and others in planning IEP	78.0%	18.2%	3.7%	1,266
	Agree	Neutral	Disagree	N
My child's school is a positive and welcoming place	78.4%	17.1%	4.6%	1,271
Teachers understand my child's needs	68.7%	22.7%	8.7%	1,270
Teachers are willing to discuss my child's needs	77.8%	15.0%	7.2%	1,277
Communication	Always	Sometimes	Never	N
The school communicates with me regarding IEP progress	71.2%	23.7%	5.1%	1,282
I communicate with my child's teacher(s) regarding IEP progress	57.8%	37.4%	4.7%	1,269
Provided with information on parent organizations, community agencies, and training	59.6%	26.5%	13.9%	1,263
Provided with information to help me assist in my child's education	62.8%	25.1%	12.1%	1,261
	Yes	No		N
Provided with information on my child's disability	75.5%	24.5%		1,259
Information is provided to me in my primary language	92.8%	7.2%		1,230

ARD/IEP Participation	High School			
	Always	Sometimes	Never	N
Participate in Admission, Review, and Dismissal (ARD) meetings	88.5%	9.9%	1.6%	1,270
My concerns are considered by the ARD committee when developing the IEP	84.3%	14.0%	1.7%	1,268
We discuss how my child will participate in state assessments at ARD meetings	87.2%	9.9%	2.9%	1,265
We select accommodations that my child needs at ARD meetings	89.8%	8.6%	1.6%	1,274
The school provides my child with all the services documented on my child's IEP	81.9%	16.5%	1.6%	1,260
	Yes	No		N
Teachers and administrators ensure that I understand the Procedural Safeguards	92.2%	7.8%		1,263
My child's evaluation report is written in terms I understand	95.0%	5.0%		1,254
Provides planning for life after HS, including services to help meet goals	84.4%	15.6%		1,181
Provides information on agencies that can assist in planning for life after HS	79.8%	20.2%		1,146
The school includes my child in the ARD meeting	95.8%	4.2%		1,094
Results	Agree	Neutral	Disagree	N
Child is making progress because of the services he/she is receiving	73.2%	21.1%	5.7%	1,275
Satisfied with the progress child is making	70.2%	20.1%	9.8%	1,270

Appendix C: Survey Instrument

Texas Survey of Parents of Students Receiving Special Education Services		PIN#: <input type="text"/>		
COMPLETED SURVEYS ARE DUE BY MAY 19, 2017. Complete this survey online at: www.ParentSurveyTX.com				
INSTRUCTIONS				
Please use black or blue pen, or pencil. Correct Mark <input type="radio"/> Incorrect Marks <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
Environment	1. Please indicate how you feel regarding the following statements. (Mark the best response)			
	a. School personnel encourage me to be involved in my child's education.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Always <input type="radio"/>
	b. I am considered an equal partner with teachers and other professionals in planning my child's Individualized Education Program (IEP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Please indicate if you agree or disagree with the following statements. (Mark the best response)			
	a. My child's school is a positive and welcoming place for my family.	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>
	b. Teachers understand my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	3. Please indicate how you feel regarding the following statements. (Mark the best response)			
	a. The school communicates regularly with me regarding my child's IEP progress and other important issues.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Always <input type="radio"/>
	b. I communicate with my child's teacher(s) regularly regarding my child's IEP progress and other important issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. School personnel provide information on parent organizations, community agencies, or trainings related to the needs of my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. School personnel provide me information to help me assist in my child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. Please mark your response, YES or NO, to the following questions.			
a. The school provides me information on my child's disability.		No <input type="radio"/>	Yes <input type="radio"/>	
b. The information is provided to me in my primary language.		<input type="radio"/>	<input type="radio"/>	
ARD/IEP Participation	5. Please indicate how you feel regarding the following statements. (Mark the best response)			
	a. I participate in my child's Admission, Review, and Dismissal (ARD) meetings.	Never <input type="radio"/>	Sometimes <input type="radio"/>	Always <input type="radio"/>
	b. My concerns and recommendations are considered by the ARD committee in the development of my child's IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. At the ARD meeting, we discuss how my child will participate in state assessments (like the STAAR).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. At the ARD meeting, we select accommodations and/or modifications that my child needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. The school provides my child with all the services documented on my child's IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Please mark your response, YES or NO, to the following questions.				
a. Teachers and administrators ensure that I fully understand the Procedural Safeguards (also known as the Rights Booklet).		No <input type="radio"/>	Yes <input type="radio"/>	
b. My child's evaluation report is written in terms I understand.		<input type="radio"/>	<input type="radio"/>	
7. Please mark your response, YES or NO, to the following questions.				
a. For students age 14 and up - The school provides planning for life after high school, including services to help my child reach his or her goals.	N/A <input type="radio"/>	No <input type="radio"/>	Yes <input type="radio"/>	
b. For students age 14 and up - The school provides information on agencies that can assist my child in planning for life after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. For students age 14 and up - The school includes my child in the ARD meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Results	8. Please indicate if you agree or disagree with the following statements. (Mark the best response)			
	a. My child is making progress because of the services he/she is receiving.	Disagree <input type="radio"/>	Neutral <input type="radio"/>	Agree <input type="radio"/>
	b. I am satisfied with the progress my child is making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Please enter the first three letters of your child's LAST name (the LAST name on file with your child's school). This is for verification purposes only. Your answers will still be confidential.				
<input type="text"/>				



Thank You for Taking This Survey.

Encuesta de Tejas de los Padres de Estudiantes que Reciben Servicios de Educación Especial

LAS ENCUESTAS DEBEN COMPLETARSE ANTES DEL 19 DE MAYO 2017.
Complete esta encuesta en línea en: www.ParentSurveyTX.com

INSTRUCCIONES

Utilice bolígrafo negro o azul, o lápiz.

Marca Correcta ●

Marcas Incorrectas ✓ ✗ ☐ ○

		Nunca	Algunas Veces	Siempre
Ambiente	1. Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)	○	○	○
	a. El personal de la escuela me anima a estar más involucrado en la educación de mi hijo/hija.	○	○	○
	b. Soy considerado un socio igual con los maestros y otros profesionales en la planificación del Programa Educativo Individualizado (IEP) de mi hijo/hija.	○	○	○
	2. Por favor si está de acuerdo o en desacuerdo con las declaraciones siguientes. (Marque la mejor respuesta)	En Desacuerdo	Neutral	De acuerdo
	a. La escuela de mi hijo/hija es un lugar positivo y acogedor para mi familia.	○	○	○
	b. Los maestros entienden las necesidades de mi hijo/hija.	○	○	○
	c. Los maestros demuestran buena voluntad para discutir las necesidades de mi hijo/hija.	○	○	○
Comunicación	3. Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)	○	○	○
	a. La escuela se comunica regularmente con míigo con respecto al progreso del IEP de mi hijo/hija y otros temas importantes.	○	○	○
	b. Yo me comunico regularmente con el/los maestro/maestros de mi hijo/hija con respecto al progreso del IEP de mi hijo/hija y otros asuntos importantes.	○	○	○
	c. El personal de la escuela proporciona información sobre organizaciones de padres, agencias de la comunidad, o entrenamientos relacionados con las necesidades de mi hijo/hija.	○	○	○
	d. El personal de la escuela me proporciona información para ayudarme a participar en la educación de mi hijo/hija.	○	○	○
	4. Por favor marque su respuesta, SÍ o NO, para las preguntas siguientes.	No	Sí	
	a. La escuela me proporciona información sobre la discapacidad de mi hijo/hija.	○	○	
	b. Se me proporciona información en mi idioma principal.	○	○	
Participación en ARD/IEP	5. Por favor indique lo que siente sobre las declaraciones siguientes. (Marque la mejor respuesta)	○	○	○
	a. Yo participo en las juntas de Ingreso, Resumen y Despido (ARD) de mi hijo/hija.	○	○	○
	b. El comité de ARD toma en cuenta mis inquietudes y sugerencias en el desarrollo del IEP de mi hijo/hija.	○	○	○
	c. En la junta de ARD, hablo más sobre cómo participará mi hijo/hija en las evaluaciones del estado (tal como el STAAR).	○	○	○
	d. En la junta de ARD, seleccionamos adaptaciones o modificaciones que necesita mi hijo/hija.	○	○	○
	e. La escuela le proporciona a mi hijo/hija todos los servicios documentados en el IEP de mi hijo/hija.	○	○	○
	6. Por favor marque su respuesta, SÍ o NO, para las preguntas siguientes.	No	Sí	
	a. Los maestros y administradores aseguran que yo entienda completamente los Procedimientos de Protección (también conocido como el folleto de Derechos).	○	○	
	b. El reporte de evaluación de mi hijo/hija está escrito en términos que yo entiendo.	○	○	
	7. Por favor marque su respuesta, SÍ o NO, para las preguntas siguientes.	No Aplica	No	Sí
a. Para Estudiantes que tienen 14 años o más - La escuela ofrece planificación para la vida después de la secundaria, incluyendo servicios para ayudar a mi hijo/hija a alcanzar sus metas.	○	○	○	
b. Para Estudiantes que tienen 14 años o más - La escuela proporciona información sobre las agencias que pueden ayudar a mi hijo/hija en la planificación para la vida después de la secundaria.	○	○	○	
c. Para Estudiantes que tienen 14 años o más - La escuela incluye a mi hijo/hija en la reunión de ARD.	○	○	○	
Resultados	8. Por favor indique si está de acuerdo o en desacuerdo con las declaraciones siguientes. (Marque la mejor respuesta)	En Desacuerdo	Neutral	De acuerdo
	a. Mi hijo/hija está progresando a causa de los servicios que él/ella está recibiendo.	○	○	○
	b. Estoy satisfecho/a con el progreso de mi hijo/hija.	○	○	○
	9. Por favor ingrese las tres primeras letras del APELLIDO de su hijo (el APELLIDO en el archivo de la escuela de su hijo). Esto es solo para propósitos de verificación. Sus respuestas serán confidenciales.	<div style="border: 1px solid black; display: inline-block; padding: 5px;"> </div>		



Gracias por Completar Esta Encuesta.